

## ***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

**REVISED**

**U.S. Department of Education**

**MARCH 16, 2005**

### **Cover Sheet**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. Bob Turner

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Woodland Heights Elementary School

(As it should appear in the official records)

School Mailing Address 3900 4<sup>th</sup> Street

(If address is P.O. Box, also include street address)

Brownwood

TX

76801-6799

City

State

Zip Code+4 (9 digits total)

County Brown

School Code Number 025-902-107

Telephone (325) 646-8633

Fax (325) 641-0109

Website/URL brownwoodisd.com

E-mail bob.turner@netxv.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date February 5, 2005

(Principal's Signature)

Name of Superintendent Dr. Sue Jones

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brownwood Independent School District

Tel. (325)-643-5644

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 5, 2005

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Mark Bradshaw

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 5, 2005

(School Board President's/Chairperson's Signature)

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>5</u>	Elementary schools
<u>1</u>	Middle schools
<u>0</u>	Junior high schools
<u>1</u>	High schools
<u>0</u>	Other
<u>7</u> TOTAL	
  
2. District Per Pupil Expenditure: \$7,267 *from the 2003-2004 district AEIS report*  
 Average State Per Pupil Expenditure: \$8,029 *from the Texas Education Agency*

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input checked="" type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural
  
4. 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PK	18	22	40		7			
K	51	51	102		8			
1	60	60	120		9			
2	38	38	76		10			
3	51	49	100		11			
4					12			
5					Other:	9	3	12
6					Self-contained Life Skills			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						450

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

<u>73%</u>	White
<u>4%</u>	Black or African American
<u>21%</u>	Hispanic or Latino
<u>&lt;1%</u>	Asian/Pacific Islander
<u>&lt;1%</u>	American Indian/Alaska Native
<b>100%</b>	<b>Total</b>

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 23%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	47
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	51
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	98
(4)	Total number of students in the school as of October 1	430
(5)	Subtotal in row (3) divided by total in row (4)	.228
(6)	Amount in row (5) multiplied by 100	22.8

8. Limited English Proficient students in the school:

0 %  
0 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 51%

Total number students who qualify: 219

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%  
45 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>23</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>3</u> Visual Impairment Including Blindness
<u>2</u> Emotionally Disturbed	<u>1</u> Non-Categorical Early Childhood*

*\*This category is not an IDEA category, but it is a category of students in our school.*

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>18</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>47</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	96%
Daily teacher attendance	95%	96%	95%
Teacher turnover rate	0%	0%	16%

## **PART III – SUMMARY**

### **Provide a brief, coherent narrative snapshot of the school.**

Woodland Heights Elementary is located in the west-central Texas micropolitan area of Brownwood. This pre-kindergarten through grade three campus had its beginning in 1916 as an independent school district, consolidating in 1957 with the Brownwood Independent School District. The current configuration took place in 2002 following a district-wide campus restructuring effort due to declining enrollment. Woodland welcomed two-thirds of the enrollment, staff, and principal from the closing South Elementary campus. Fourth grade students from both campuses were moved to a central fourth grade campus. Staff and parents appreciated the new-found stability after both campuses had experienced four principals in an equal number of years. An influx of lower socio-economic students resulted in Woodland qualifying as a Title I school-wide campus.

The school's mission statement affirms, "...the staff of Woodland Heights Elementary, in partnership with our parents, will create an environment that enables all of our students to learn and achieve to their full potentials." Woodland is known for its warm, welcoming qualities. *Ohana* (nobody is forgotten, and nobody is left behind), the motto of the Disney movie *Lilo and Stitch*, is the cornerstone of the school's character education program. A strong emphasis on respect for self, others, and property, with real world expectations, is carried out through the daily recitation of the Pledges to the United States and Texas flags, the school affirmation, character concepts from *180 Days of Character*, and classroom guidance sessions. The district's severely handicapped classroom is housed on the campus, reiterating *Ohana* as these students are mainstreamed in other classes throughout the day. The students in the Preschool Program for Children with Disabilities transition into regular education classrooms as they are able, according to their individual abilities, through the third grade.

Daily, parents and community members can be seen signing in to share lunch with their children, participating in Parent Teacher Organization functions, volunteering in various opportunities, and attending conferences. Teachers share their good news and positive interactions through written communication and weekly scheduled faculty meetings. Students receive numerous positive recognitions including weekly treats from the principal for perfect attendance and good behavior, and "parades" for encouragement and accomplishment of student goals. Six-week, semester, and end-of-year award assemblies take place for attendance, honor rolls, and Super Star students.

Our staff believes reading is foundational to success in all subject areas. Literally and figuratively, the library is the hub of the school. Using the Accelerated Reader *Reading Renaissance* (AR) model in all classrooms, library circulation rates exceed every other campus in the district. Research by S. J. Samuels and others consistently demonstrates that AR enables teachers to target instruction and accelerate reading growth for students at all ability levels. AR emphasizes students enjoying authentic and meaningful reading experiences. This highly motivational program focuses on the careful match of book to child according to the reading level of both. Extensive feedback is generated for teachers as students demonstrate critical thinking and comprehension skills. Students read at home, during designated blocks at school, and at found moments in their classrooms. The young readers can be seen at computers in their rooms, the library, or in the computer lab where they are testing over their books. They achieve AR certifications appropriate for their grade level. In a recent six-weeks period, all students pre-kindergarten through third grade read an average of 28 books!

High expectations are reflected in all areas of Woodland's environment, from custodial staff to the administration. Teachers appreciate the professional and caring culture of the campus. Sharing ideas and information is a daily occurrence. Staff support for each other is strongly in evidence. Observers and

student teachers from a local university offer a strong presence. Students (“School is my favorite place to go.” Juanita, grade 3) and staff (“The rapport among the faculty and staff has to have a positive effect on the learning environment as well as the work environment.”) appreciate their school. How appropriate that the district mascot is a lion, as banners, t-shirts and students proudly boast, “The pride’s inside at Woodland Heights!”

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Describe the meaning of the school’s assessment results in reading and mathematics.**

The state’s criterion-referenced assessments, currently the Texas Assessment of Knowledge and Skills (TAKS), and formerly the Texas Assessment of Academic Skills (TAAS), are aligned with the state’s mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). The objectives and expectations on the annual assessments in reading and math measure the depth and breadth of student achievement according to the state curriculum. This type of assessment holds all involved accountable for student achievement.

TAKS, considered much more difficult than the TAAS that preceded it, debuted in 2002-2003, and passing standards were phased in. In spring, 2004, the passing standard for reading was 64%, and for math, 63%. It is noteworthy that based on the third year’s standard, which was the target standard being phased in, Woodland would still have had 99% of students passing reading and 98% passing math. All TAKS data can be found at [www.tea.state.tx.us/persreport/aeis/index.html](http://www.tea.state.tx.us/persreport/aeis/index.html) using our campus number of 025-902-107.

Third grade students are tested in math and reading on this state-wide test. A passing score on the reading portion is required for promotion to the fourth grade. Students are provided three opportunities to achieve the state designated standards. A four-day window is provided for testing absent students.

In 2004, because of our strong emphasis on reading and its correlation to all aspects of academic success, 98% of Woodland students received a passing score on the Reading and 100% on the Math components of TAKS. We are extremely proud that our 2003-2004 TAKS results reveal no discrepancy among our sub-groups of white, Hispanic, African American, and Economically Disadvantaged. Our “gap” last year consisted of one Economically Disadvantaged Hispanic boy and one Economically Disadvantaged white girl, both of whom passed the reading test on the second attempt. With 100% success on math, there were no gaps there.

Commended status—students who scored a 95% or better on the reading test—was earned by 59% of our students, almost triple the state average of 20%. For math, 48% of our students achieved commended scores, almost triple the state rate of 17%. Our Texas Education Agency “Exemplary” status indicates that students in each of the sub-groups on our campus are obtaining the passing standard at a rate exceeding 90%.

Students with identified learning disabilities, according to their Individual Education Plans, take the State Developed Alternative Assessment (SDAA), which was implemented in 2001. It is designed for those students for whom TAAS/TAKS is not an appropriate measure, and it is closely aligned with the TEKS, with accommodations made for reading levels, critical thinking levels, and the length of the test. Woodland houses the district’s self-contained class for the academic needs of more profoundly handicapped students. These students are assessed using a Locally Developed Academic Assessment tailored specifically to each student.

Other assessments given to grades K-3 include the district's six-weeks benchmarks that are aligned to the scope and sequence of the TEKS. K-2 students are administered the Texas Primary Reading Inventory (TPRI) individually, while pre-kindergarten and kindergarten teachers receive feedback from the results of *Boehm Test of Basic Concepts* and the *Dallas Pre-school Screening Test*. Teacher-made tests and Accelerated Reader diagnostic reports provide invaluable information on the daily progress of each student.

Ensuring that first and second grade students are held accountable, they are administered end-of-year *Curriculum Associates* math and reading assessments correlated to the TEKS, using the TAKS format. This data is disaggregated so that instruction is strengthened the following year. Indicative of the team spirit at Woodland, one can overhear first and second grade teachers asking the third grade teachers to share successful testing strategies with them. Our exceptional results give us a hard-earned, tangible reason that "the pride's inside at Woodland Heights!"

## **2. Show how the school uses assessment data to understand and improve student and school performance.**

Teachers use assessment data in various and sundry ways. Teachers assign students to tutoring groups, improve instruction, and keep parents informed using objective data collected from the following sources.

In August, TAKS data from the previous year is disaggregated by objective so that third grade teachers can target any "gaps" in instruction and improve student learning the following year. An item analysis is done so that student problems in understanding questions, answer choices, or test format can be addressed. In the same manner, first and second grade teachers analyze data from their end-of-year TEK/TAKS based assessments.

Teachers in pre-kindergarten through second grade analyze the information provided by the TPRI, *Boehm*, and *Dallas* tests. Third grade teachers use the Reading Academy reading screen to obtain reading level, fluency rates, and accuracy percentages. Given individually, this assists teachers in beginning instruction on each child's level so that reading skills and levels increase quickly. Reading and tutoring groups for both reading and math are chosen using data from these assessments.

In grades one through three, student data from the AR diagnostic reports serve to place a child in reading levels that challenge, but not frustrate the student. Monitoring these reports allows students maximum growth and assists teachers in setting individual student weekly goals.

Prior to the reading and math TAKS, third graders take released versions of the previous tests. Students failing or near failing on these are assigned to additional tutoring and practice sessions.

Technology-based curricular programs in reading and math, such as *Study Island*, *Orchard*, and *Lexia*, provide immediate feedback to the students and help teachers monitor growth.

Teachers use all of the above assessments to plan lessons appropriate for their students. These diagnostic measures help to determine areas of weakness and prescriptive steps that can be taken to improve learning.

## **3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.**

Communication is a fundamental element in Woodland's success. Teachers correspond with parents weekly through folders that hold progress and homework notes, conduct reports, and school notices.



Three-week reports and six-week report cards communicate the progress of each child. A newsletter authored by teachers, the counselor, and the principal accompanies each report card. One of the most cherished communications parents receive is a letter from the principal and teacher commending two or three students from each homeroom each semester.

Texas schools are required to distribute a formal TAKS “report card” to parents. This report includes campus, district, and statewide TAKS averages, as well as other data. Third grade parents must be notified of the Student Success Initiative, advising them that third graders must pass TAKS reading to be promoted and describing the assistance and resources available to all students. The principal also conducts a conference with any third grader struggling to pass the TAKS practice assessment. With parents, student, and teacher in attendance, student effort, parent responsibilities, and TAKS strengths and weaknesses are reviewed. All pledge mutual support for TAKS success by signing a “TAKS Success Form.”

Positive reinforcement is observed frequently as new Independent Readers parade through the halls, cheered on by everyone. Students also receive stickers from the librarian for passing AR quizzes. A new certification level in AR results in a visit to the principal’s office for personal acknowledgment and a label added to the child’s AR folder. Students anticipate weekly rewards for good behavior and attendance, handed out personally by the principal as he recognizes each student by name.

The community receives information from the local newspaper and radio stations. Both report school board meetings and campus accomplishments such as TAKS results. Super Star students’ pictures appear in the paper. Campus groups, such as choral groups and the jump rope team, are known for their community performances. A marquee alerts passers-by to information concerning the school. Our campus website is accessed at [brownwoodisd.org](http://brownwoodisd.org).

#### **4. Describe how the school has shared and will continue to share its successes with other schools.**

Woodland Heights looks forward to the attention it will garner as a result of our Blue Ribbon School nomination. We are developing a plan to accommodate the requests of other campuses, administrators, and researchers to investigate our success. Our goal will be to assist others as much as possible without adverse effects on our instructional focus.

Campus staff members currently participate in district-wide grade level meetings, as well as vertical and horizontal campus meetings, where successful strategies and ideas are shared. One of our third grade teachers has served in the capacity of Reading Academy instructor for the district’s third grade teachers.

Woodland is a magnet for student teachers, attracting students from three universities within our region. Education students and their professors serve as unofficial ambassadors. Howard Payne University students, employed by their financial aid program, work in our Extended Day program while other students complete observation hours and class presentation requirements at all grade levels. The Extended Day supervisor, a retired teacher, trains her education students in phonics, learning styles, reading styles, and motor skills development on our campus. Teachers, the principal, and the counselor participate in leading HPU education classes.

Our counselor shares motor sensory concepts and activities with other campuses. The principal actively shares techniques, strategies, and forms with other principals, as well as volunteering to mentor new principals and participating in presentations for the Region XV Education Service Center. The staff also shares its expertise by offering programs for community service organizations.

One staff member stated that we share our success with others “by sending on to other schools students

who have been given strong foundational skills which ensure academic success.” This might be our most authentic method of sharing our success.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Describe the school’s curriculum.**

The student-centered, data-driven curriculum of Woodland is the Texas Essential Knowledge Skills (TEKS), which is aligned with the Texas Assessment of Knowledge and Skills (TAKS). The TEKS is an ambitious curriculum. It “raises the bar” for all students academically, setting high standards for Texas students in all grades up to the exit-level test. It emphasizes critical thinking and problem solving. TEKS objectives are developed and charted horizontally at each grade level and vertically between grade levels to ensure mastery of concepts. Benchmark calendars incorporating the TEKS were locally written by school district teachers. All teachers in the core curricular areas use this scope and sequence. Within this framework, teachers collaboratively use their expertise to develop units and lessons that incorporate opportunities for reteaching and extending these elements.

An integrated **language arts** program creates day-long opportunities for instruction. The research-based *Rebecca Sitton Spelling Program* begins a scaffolding instruction of high-frequency words at kindergarten. Real-world application and transfer is based on *Write Traits*, which focuses on the six qualities seen in outstanding written works. Students make daily use of word walls which display high frequency words, spelling patterns, and vocabulary. These areas are supported by the strong reliance on reading practice provided by the Accelerated Reader program.

The goal of the **math** curriculum is to promote higher-level critical thinking skills and problem solving in all students. Students receive instruction in a vertically and horizontally aligned curriculum prescribed by the district benchmarks. Problem-solving strategies are stressed and students practice daily on maintenance of independent skills. Hands-on, tactile-kinesthetic activities with manipulatives reinforce all areas of the curriculum. Technology provides additional support.

The district’s **social studies** scope and sequence is followed as students participate in interactive and experiential learning. They are assessed with the TAKS social studies test in eighth grade. Character education and good citizenship are stressed in the daily announcements and in classroom guidance sessions. Second grade students experience real world geography in their “Flat Stanley” project. Woodland students receive instruction on the history and traditions of our country and state, and transfer that to how we relate to the larger world. Students routinely participate in various opportunities such as local canned good drives; coin campaigns for 9/11 support; Florida Red Cross hurricane aid; tsunami relief; Operation Shoebox for Franklin Graham Ministries; and a pictorial support wall and counseling group for family members of deployed troops.

Students learn **science** concepts through a balance of hands-on activities and solid content knowledge. Field trips, gardens, life-cycle observations, and experiential learning provide a variety of experiences for the students to prepare for the TAKS science test in fifth grade. District benchmarks call for hands-on teacher evaluation in both of the science and social studies areas.

Every student participates daily in a structured **physical education** program with concrete objectives. All staff members believe that the acquisition of motor skills contributes positively to other learning. TEKS/TAKS objectives are supported by the PE-certified instructor. An extra-curricular opportunity is a highly-skilled jump rope team that demonstrates student skills to community groups and other campuses.

**Music** instruction follows the appropriate scope and sequence set by the district. Students in grades one

through three receive daily instruction by a certified music teacher. Students are provided performance opportunities for the Parent Teacher Organization and various community groups. The music teacher supports TEKS/TAKS objectives through music and movement. **Art** instruction is incorporated into the regular classroom through state-provided curricular materials. Hallways are the canvas for students' interpretations of classroom instruction. Local art associations invite students to participate in art contests and to view juried art exhibits. In addition to individual classroom drama opportunities, students enjoy **theater** performances by Howard Payne University, Brownwood High School and productions provided by the PTO.

## **2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

The staff, under the leadership of the principal, chose to base our reading curriculum on our goal of creating life-long readers. Research shows that the top five percent of students read 117 times more than the bottom five percent. We believe that the Accelerated Reader *Reading Renaissance* program best achieves this top goal with its emphasis on students receiving authentic, meaningful reading practice. The STAR reading placement test, developed by AR, provides teachers information that assists students in choosing appropriate books for their reading levels, ensuring that students are being challenged, but not frustrated. An AR diagnostic report supplies teachers with an easy and effective way to monitor individual guided reading practice. One hour throughout the school day is designated for dedicated reading practice, with students being encouraged to also read at home. Teachers enhance students' vocabularies by the oral reading of quality literature. Choral reading, reader's theater, and reading buddies are supplemental methods used in the classroom to enhance student reading time.

Quizzes over AR books provide immediate feedback and ensure that students are actually reading and comprehending the books they choose. Students are motivated by small extrinsic rewards given by the librarian for quizzes they passed, while the principal recognizes each student's achievement of a new AR certification level. The intrinsic value of reading is excitedly demonstrated with high fives, glowing faces, sparkling eyes, and students exclaiming, "I made a hundred!"

The state-adopted basal reader is used at the discretion of the classroom teacher to assure a continuum of skills, and provides the opportunity for sequential learning. Pre-kindergarten and kindergarten curriculum is broad-based, laying the foundation for the success of emergent readers, which in turn lays a foundation for creating life-long readers.

## **3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Our mission statement says we "...will create an environment that enables all of our students to learn and achieve to their full potentials." Our focus is on creating this environment. Our academic success is directly connected to character education and its close correlation to a positive school climate.

Three simple rules—respect others, respect property, respect yourself—guide our campus. The principal, whose staff handbook emphasizes relationship building and a safe, orderly, and positive school climate, models this by learning all 450 children's names and affirming them in hallways, cafeteria, and the community. "He inspires us the way he knows all of us," reports a first grader.

The counselor's guidance lessons promote the concept of *Ohana*—nobody is forgotten, nobody is left behind. Teachers help students apply these lessons after the counselor leaves the classroom. During morning announcements, students recite our student led school affirmation: "I am responsible for my own behavior. I will use good manners and treat others with respect. I came to school to learn, and I will

learn. I will have a great day!” Good character thoughts are read daily. Students work across grade levels with reading buddies and nurture empathy for one another, and children with disabilities interact with others, as appropriate.

Why is Woodland Heights a great place for kids? A third grader replies, “We learn character from our principal and counselor; we are responsible for our words, actions, thoughts, feelings. I am in charge of myself.” A first grader says, “We’re friendly and we’re protected.” From a kindergartener, “You do your work all the time and you don’t break the rules...we take care of things here.”

Visitors encounter happy, responsible children when they visit. If educator John Goodlad is right when he says, “Laughter is the music of the schoolhouse,” then Woodland is a symphony orchestra!

#### **4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

The foundation of our excellent results, as measured by the TAKS reading and math tests, is that staff members are willing to use any method that will help a child to be successful.

The principal encourages teachers to provide ample “hands-on” instruction rather than relying on worksheets. Empirical evidence of the staff buy-in is the continuing reduction in copier costs.

Teachers keep searching until the “right” method is found to achieve the best student learning outcome, whether it is listening to books-on-tape at listening centers; working on technology applications at the computer; applying student knowledge one-on-one with the teacher; or using movement to stimulate thinking. Teachers provide motor sensory activities such as skating, rhythm, and song to teach math and reading concepts. Beanbag exercises involve eye-hand coordination and crossing the visual midline to facilitate stimulation of both sides of the brain. Software applications support specific skills and curricular goals. Small group or individual instruction is supplied as needed. Cross-level reading buddies benefit older as well as younger students. Pinnell and Fountas’ Guided Reading and Marie Clay’s reading strategies are employed. Drama and role play are important elements for learning in each classroom.

Formal and non-formal assessments help teachers plan instruction according to learning styles. All classroom teachers earned the state’s thirty-hour Gifted and Talented endorsement, using the questioning strategies of Bloom’s Taxonomy. Mastery of math facts is supplemented by the principal giving practice and timed tests to third graders. Highly qualified teachers and instructional assistants tutor students at risk of failure. Our Extended Day program provides small group instruction by Howard Payne University education students that have been taught different learning styles methods by the extended day supervisor, a retired teacher.

#### **5. Describe the school’s professional development program and its impact on improving student achievement.**

Since effective staff development meets the needs of the students as well as the teachers, the best staff development is that in which teachers have input and ownership. Due to our high success rates on the state’s assessments in reading and math, we feel that we have found a good professional development balance that is effective.

The Accelerated Reader’s *Reading Renaissance* training has benefited students and teachers at all grade levels. Because of the amount of reading on the math TAKS test, improved reading skills helped students achieve at a very high level on this assessment as well as the reading.

The Texas Student Success Initiative provided Reading Academies for all teachers, grades kindergarten through three. These four days of intensive instruction addressed the different learning styles of students. This has made a positive impact on student achievement by allowing teachers to accommodate differing students' needs.

District teachers were involved in compiling curriculum calendars and timelines to teach the scope and sequence of the TEKS for math, writing, social studies, and science. These ensure that all facets of the curriculum are taught. Brownwood High School science and math teachers have conducted workshops for primary teachers and continue to serve as consultants.

The district provides the training to maintain the pre-kindergarten through grade three teachers' G/T certification. This enables our teachers to give our brightest students the challenges that allow them to fulfill their potential, and enables us to use those same strategies with all students. The district provides updates in other curriculum areas such as TAKS or the Texas Primary Reading Inventory. The Region XV Education Service Center serves as a valuable resource, meeting the requests of campuses and offering summer workshops in all instructional areas.

## **PART VII - ASSESSMENT RESULTS**

### **Public Schools**

**Each nominated school must show results in reading and mathematics for at least the last three years.**

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade three scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the third grade reading test, they are not promoted to the fourth grade.

### Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003*	TAAS 2001-2002†
Testing month	Mar/Apr	Mar/Apr	April
<b>SCHOOL SCORES</b>			
(TAKS) % Commended Performance	59%	37%	
(TAKS) % Met Standard	98%	93%	
(TAAS) % Met Minimum Standards			89%
Number of students tested	95	111	113
Percent of total students tested	96%	94%	97%
Number of students alternatively assessed	4	6	3
Percent of students alternatively assessed	4%	5%	2%
<b>SUBGROUP SCORES</b>			
<b><i>1. Economically Disadvantaged</i></b>			
(TAKS) % Commended Performance	63%	27%	
(TAKS) % Met Standard	92%	92%	
(TAAS) % Met Minimum Standards			80%
Number of students tested	29	48	51
<b><i>2. Hispanic</i></b>			
(TAKS) % Commended Performance	54%	33%	
(TAKS) % Met Standard	92%	85%	
(TAAS) % Met Minimum Standards			84%
Number of students tested	14	23	33
<b>STATE SCORES</b>			
(TAKS) % At or above Commended Performance	20%	18%	
(TAKS) % At or Above Met Standard	91%	89%	
(TAAS) % Met Minimum Standards			87%

\*These scores were compiled from the 2002-2003 AEIS report. Comparative data for 2002-2003 found on the 2003-2004 AEIS report use a different Standard Error of Measurement and may not exactly match the original numbers.

†Scores for 2001-2002 are the combined Third Grade scores of South Elementary and Woodland Heights. South was closed and became a part of Woodland Heights beginning the 2002-2003 school year and Fourth Graders were moved to one central fourth grade campus.

### Texas Third-Grade Criterion-Referenced Math Test

Subject Math    Grade 3    Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004    Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003*	TAAS 2001-2002†
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
(TAKS) % Commended Performance	48%	26%	
(TAKS) % Met Standard	>99%	95%	
(TAAS) % Met Minimum Standards			89%
Number of students tested	95	111	116
Percent of total students tested	94%	94%	100%
Number of students alternatively assessed	4	6	0
Percent of students alternatively assessed	4%	5%	0%
<b>SUBGROUP SCORES</b>			
<b><i>1. Economically Disadvantaged</i></b>			
(TAKS) % Commended Performance	33%	20%	
(TAKS) % Met Standard	>99%	94%	
(TAAS) % Met Minimum Standards			82%
Number of students tested	29	48	51
<b><i>2. Hispanic</i></b>			
(TAKS) % Commended Performance	38%	20%	
(TAKS) % Met Standard	>99%	90%	
(TAAS) % Met Minimum Standards			87%
Number of students tested	14	23	33
<b>STATE SCORES</b>			
(TAKS) % At or above Commended Performance	17%	12%	
(TAKS) % At or Above Met Standard	90%	90%	
(TAAS) % Met Minimum Standards			87%

\*These scores were compiled from the 2002-2003 AEIS report. Comparative data for 2002-2003 found on the 2003-2004 AEIS report use a different Standard Error of Measurement and may not exactly match the original numbers.

†Scores for 2001-2002 are the combined Third Grade scores of South Elementary and Woodland Heights. South was closed and became a part of Woodland Heights beginning the 2002-2003 school year and Fourth Graders were moved to one central fourth grade campus.